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**What Students Will Need for Class Everyday**

* Your student planner
* Your Writer’s Notebook (black spiral notebook)
* Your 2-pocket English folder
* Your Reading Log (will make in class)
* Your amazingly complete and neat homework
* Our reading book or text
* A writing implement
* An independent reading book

**Ninja Time** The first five-to-ten minutes of class is a time of absolute silence to refocus our energy and begin English work. Students are expected to take their seats quietly, get out their English materials, write the evening’s homework in their planner, and follow the directions for a brief task on the board.

**Class Time** Once Ninja Time is over, we will begin the day’s activities, usually a mini-lesson followed by guided and individual practice. We will use whole class instruction, small group instruction, and one-on-one conferences. We will occasionally hold seminars to discuss essential questions.

**Homework**

* Thirty minutes of independent reading every night, including weekends.
* Assigned on an almost daily basis and listed on our wiki pages a week at a time. No homework assigned on Mondays. Wednesdays are creative writing.
* Homework is due during Ninja Time. No late homework will be accepted unless student has an excused absence. Such students will have as many days to turn in the homework as they missed, i.e., missed two days, homework due two days after return.
* No homework will be assigned over long breaks, except for independent reading.
* Writing assignments may be submitted electronically as Google documents. The document itself must include a standard heading: name, date, English 5 Period \_, and the assignment title.

**NB:** Due to the amount of material we need to cover and time constraints, you will not have time to learn keyboarding at school. We highly recommend that students study this important skill on their own.

**Grades**Class Participation 20%

Classwork/Homework 30%

Projects/Papers 25%

Quizzes/Tests 25%

**Curriculum Information**

**25 Book Challenge** To encourage a passion for reading, we challenge the fifth graders to read **at least** 25 books over the course of the academic year. The books they read for English and Geography can be used towards this goal. We will record the books we read on Fridays on a list in our portfolios that are kept in the classroom.

**Drop Everything And Read (DEAR**) **Time** The best way to improve one’s reading is to read. Therefore, every **Friday,** we will be reading during most of the class period. Students may read whatever they are reading for English or an independent reading book. This is NOT a study hall. It is time set aside specifically for reading.

**Vocabulary Study** We will be studying words based on their Latin and Greek roots, ten words at a time. We start with a list of the words with their definitions, then we do a word sort, a read around, and then we have a multiple-choice and fill-in-the-blank quiz. We will be exploring different methods for studying vocabulary and encouraging students to find and use the strategy that works best for them.

**Sentence Diagramming** We begin to learn how to diagram sentences, something Latin students do throughout the grades. It is a wonderful tool for understanding the function of words in sentences. In fifth grade, we learn how to diagram subjects, verbs, direct objects, articles, adjectives, adverbs, and prepositional phrases.

**Reading** By fifth grade, most students are fairly sophisticated readers, though there will be a wide range of reading ability in each class. Our goal will be to assess reading levels and then help students improve their skills across the year. We will be building seven skills that good readers use: summarizing, predicting, making connections, synthesizing, inferring, analyzing, and making critiques.

To help students improve their reading skills, we will be using Fountas & Pinnell assessments and materials to inform our practice. Below are some specific expectations for student abilities as they begin fifth grade and our goals for the end of fifth grade.

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| --- | --- |
| **Beginning of Fifth Grade**  **Fountas & Pinnell Level S** | **End of Fifth Grade**  **Fountas & Pinnell Level U** |
|  |  |
| Understand concrete words | Understand abstract words |
| Understand one meaning of words | Understand multiple meanings of words |
| Identify the number of syllables in a word | Identify the syllable breaks in words |
| Understand that words have parts | Use knowledge of affixes and roots to figure out word meanings |
| Understand words literally | Identify and explain figurative language, especially similes, metaphors, personification and hyperbole |
| Understand long sentences with complex structures, some with more than 15 words | Understand long sentences with complex sentences, some with more than 20 words |
| Read dialogue with phrasing and expression that reflects understanding of characters and events | Read dialogue with phrasing and expression that reflects critical thinking about the text |
| List favorite books, authors and genres | Analyze why student likes a book, an author or a genre |

**Poetry** We will be exploring poetry every other Wednesday and creating poetry portfolios that will include assigned poems, favorite poems and poems we write ourselves. Poetry is such a joyful way to share and play with language. Parents, please let us know if you would like to read or recite a poem to the class.

**Creative Writing** The best way to get better at writing is to write frequently and voluminously. We do not want to limit students’ writing to only products that we have time to read and grade. Therefore, the homework every **Wednesday** is to do creative writing for 20 to 30 minutes. Then every four to six weeks, we will ask them to choose two pages of their writing to revise and edit, and turn in for grading.

**Four Units of Study** We will complete a unit each quarter. The titles of the units and the anchor book that all of the fifth graders will read are listed below. After reading the anchor book, students will have a choice of one of four or five book club books in the same genre to read in small groups. Students will receive a personal copy of each the anchor books and the book club books they have selected.

|  |  |
| --- | --- |
| Quarter 1  Making It In the World | *My Side of the Mountain*  Jean Craighead George  Realistic Fiction |
| Quarter 2  Heroes | *I Am Malala (Young Readers Edition)*  Malala Yousafzai and Patricia McCormick  Nonfiction |
| Quarter 3  Literature & Myth | *The Night Tourist*  Katherine Marsh  Fantasy |
| Quarter 4  Roaring 20s/Great Depression | *Al Capone Does My Shirts*  Gennifer Choldenko  Historical Fiction |

**Questions? Please feel free to contact us to discuss them. The best way to reach us is via email at** [**amujal@latinpcs.org**](mailto:amujal@latinpcs.org)**, agrant@latinpcs.org.**